DOCUMENT RESUME

ED 230 639 UD 022 789

TITLE	Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	82
NOTE	16p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Achievement Gains; Bilingual Education Programs; Elementary Secondary Education; *Emotional Disturbances; English (Second Language); Itinerant Teachers; Limited English Speaking; Mathematics Achievement; Multicultural Education; *Program Effectiveness; Reading Achievement; Science Instruction; Social Studies; *Spanish Speaking; *Special Education Teachers
IDENTIFIERS	New York City Board of Education

ABSTRACT

This report is an evaluation of the Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children, a program which supplemented the basic special education program by providing (1) staff training and consultation; (2) materials development, selection and evaluation; and (3) assistance in the diagnosis of educational needs and the prescription of instructional and management strategies. In 1981-82, the program offered services to five itinerant teachers who provided supplementary bilingual instruction to 211 emotionally handicapped (Spanish-speaking pupils with limited English proficiency in nine special schools in Brooklyn, Manhattan, and Queens (New York City). The objectives of the program were to improve reading in English and Spanish, mathematics, science, and social studies for students in mid-elementary to high school levels. Evaluation of the project's fourth year results showed that pupil achievement objectives compared favorably to those of the previous years, and that proposed objectives were met in social studies and science, while the objectives were almost met for mathematics and oral English. The report offers recommendations toward enhancing program effectiveness, including the continued development and identification of materials appropriate for the population, and more cooperation between bilingual and monolingual special education staff. (AOS).

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED230639

ANNUAL EVALUATION REPORT

E.S.E.A. TITLE VII

5001-62-27601

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BILINGUAL/BICULTURAL DEMONSTRATION PROJECT FOR TEACHERS OF EMOTIONALLY DISTURBED CHILDREN

1981-82

Division of Special Education
Alan Gartner, Executive Director

D.S.E. Reimbursable Programs
Allison Tupper

Ruben Birnbaum, Project Coordinator

CD 022 785

Prepared by:

O.E.E./Special Education Evaluation Unit

Robert Tobias, Evaluation Manager
Christine Halfar, Evaluation Associate
Jerome Margolis, Evaluation Specialist
John Spiridakis, Consultant

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. K. Minter
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

March, 1983

A SUMMARY OF THE EVALUATION OF THE 1981-82 TITLE VII BILINGUAL/BICULTURAL DEMONSTRATION PROJECT FOR TEACHERS OF EMOTIONALLY DISTURBED CHILDREN

This project supplemented the basic special education program for emotionally handicapped students with limited English proficiency (L.E.P.) by providing (1) staff training and consultation, (2) materials development, selection, and evaluation, and (3) assistance in the diagnosis of educational needs and the prescription of instructional and management strategies.

During 1981-82, the program's fourth year of operation, 211 students were served in nine special schools. Project staff include a project coordinator and two resource teachers.

The analysis of data from pupil achievement measures, program records, and interviews and observations by the Office of Educational Evaluation, led to the overall conclusion that this project was implemented as proposed and was generally effective in meeting its goals.

The attainment of pupil achievement objectives compared favorably to the previous years'; the proposed criteria were met in social studies, science, and were nearly met in mathematics and oral English.

Recommendations aimed at maintaining the overall effectiveness of this important program are to continue the development and identification of materials which are appropriate for the population, and the promotion of cooperation between bilingual and monolingual special education staff.

TABLE OF CONTENTS

I. INTRODUCTION..... 1

II. EVALUATION OF PROGRAM INPLEMENTATION..... 3

PROGRAM DESCRIPTION..... 3
LEVEL OF IMPLEMENTATION..... 3
STAFF DEVELOPMENT ACTIVITIES..... 4
PUPIL INSTRUCTION..... 5

III. EVALUATION OF PROGRAM OBJECTIVES..... 7
DATA BASE..... 7
PUPIL ACHIEVEMENT..... 7
Reading..... 7
Science, Social Studies, Mathematics and Oral English..... 7

IV. CONCLUSIONS AND RECOMMENDATIONS..... 11

LIST OF TABLES

Title	Page
Table 1 Frequency distribution of the mastery of Spanish reading skills by program students	8
Table 2 Numbers and percentage of student showing satisfactory achievement in four subject areas	10

I. INTRODUCTION

This report presents the findings of the evaluation of the fourth funding year of the E.S.E.A. Title VII program, Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children, which provided staff training and resource assistance in support of the special education program for emotionally-handicapped Spanish-speaking pupils with limited English proficiency (L.E.P.).

This program (hereafter referred to as the Bilingual/Bicultural Demonstration Project) was designed to assist the Division of Special Education (D.S.E.) of the New York City Public Schools in effectively meeting the educational needs of underserved L.E.P. students. Population projections based on a census by D.S.E. estimated that, by 1983, the number of handicapped L.E.P. students in the New York City Public Schools would increase to approximately 10 thousand. To provide appropriate educational services for this population, D.S.E. marshalled efforts to identify these students and to substantially increase the number of bilingual, C.E.H. sites. The mission of this project was to provide teacher-training services to assure the quality of the expanding bilingual C.E.H. program.

Results from the evaluations of the three previous program cycles indicated that there has been steady improvement in pupil achievement in all academic areas, increased competence of target teachers, and growing recognition and appreciation of the program's services by site administrators and monolingual special education staff.

The Bilingual/Bicultural Demonstration Project was evaluated by the Office of Educational Evaluation (O.E.E.) through the collection and

analysis of data from (1) pupil achievement tests, (2) program records of staff training, and (3) interviews and observations with all program staff and techer-trainees concerning the level and qua ity of program implementation. The following chapters present the findings of the evaluation. Chapter II provides a descrioption of the program and the evaluation of program implatementation; Chapter III addresses the level of attainment of program objectives; and Chapter VII presents conclusions and recommendations.

II. EVALUATION OF PROGRAM IMPLEMENTATION

PROGRAM DESCRIPTION

The Bilingual/Bicultural Demonstration Project offered training and consultation to five itinerant teachers who provided supplementary bilingual small-group instruction to emotionally-handicapped L.E.P. students. The target population was 280 emotionally-handicapped students whose eligibility for bilingual education was determined by school-based support team assessment. Their basic educational program was provided in self-contained classes staffed by tax-levy teachers in the ratio of one teacher to 12 students. Grade levels of the target population ranged from mid-elementary to high school.

The pupil-centered objectives of the program were focused on gains in reading in Spanish and English, mathematics, science, and social studies.

LEVEL OF IMPLEMENTATION

During the 1981-82 school year the Bilingual/Bicultural Demonstration Project served 211 emotionally-handicapped students attending nine special schools in Brooklyn, Manhattan, and Queens.

Project staff, who were supported by both Title VII and tax-levy funds, included: a project coordinator, who supervised and coordinated the overall organization and implementation of the program and two resource teachers. All project staff had extensive experience in bilingual special education and teacher-training.

STAFF-DEVELOPMENT ACTIVITIES

The major emphasis of the program during its final year of operation was the development of teaching competence by recently employed and relatively inexperienced bilingual C.E.H. teachers. Target teachers received: in-service sessions; site-visits and classroom observations; selection, evaluation, and demonstration of curriculum materials; presentations of model lessons; help with preparation of audiovisual curriculum materials; and conferences on classroom management.

In-service workshop were well-attended; project records indicated that at least four of the five target teachers attended more than half of the 15 half-day sessions conducted by project staff and experts in bilingual special education from area universities. In addition to presenting issues in the education of bilingual emotionally-handicapped children and youth, the workshops trained teachers to develop their own instructional materials to supplement those which are commercially-available. Special attention was given to the preparation of audiovisual and multi-modality materials which combined cultural themes and content area instruction.

Interviews revealed that all teachers found the sessions useful. Their responses on workshop evaluation forms showed that all or all but one of the participants at every session found the presentations clear and felt that they wre given ample opportunity for discussion, questions, and sharing expeiences. Nearly 90 percent of the overall ratings of the workshops were "excellent" or "good"; the remainder were "average". Teachers reported that they especially valued the presentation and discussion of

practical applications of theory for effective instruction of this special population.

Site visits including classroom observations, demonstrations, and conferences, were made regularly by the project team. Program staff assisted in the development of appropriate teaching strategies, materials, and classroom management teachniques and helped organize student assessment.

PUPIL INSTRUCTION

Supplementary instruction to targeted bilingual C.E.H. students was provided on a pull-out model; the itinerant teachers typically saw four to seven students at a time and worked with about 35 students each throughout the week. Most students received three 45-minute supplementary sessions per week. Some students were pulled out for as many two sessions a day, five days a week.

The content of observed instruction reflected the bilingual and bicultural focus of the program as well as its emphasis on individual instruction. The lessons observed were conducted primarily in Spanish but teachers reported that, depending on the language competence of the students, instruction also emphasized English as a second language and Spanish and English literary.

Two particularly engaging activities which were observed were a health lesson on the efforts of smoking which incorportated oral reading, discussions, and vocabulary development and a map project of the Caribbean and Central and South America in which students, depending on their abilities, made labels or flags, colored the map, and collected information from the encyclopedia.

Teacher- and student-made materials were widely evident and included art-work charts, flash cards, cassette tapes, as well as filmstrips. Commercial materials considered effective by teachers were the Crane Reading Series in Spanish and the Bank Street Readers in English. The Laidlaw Series was described as adequate. Teachers noted the limited availability of commerically-produced materials for English as a Second Language, mathematics, and science, particularly high-interest, low-level texts and workbooks.

Staff morale was quite good and and was seen as a result of the support and guidance given the target teachers by the project coordinator and resource teachers. Teachers reported that support from school administrators and bilingual and monolingual staff had improved ober the previous year. Principals who were interviewed indicated their satisfaction with program services and also their wish for more bilingual teachers to meet the needs of Hispanic students.

III. EVALUATION OF PROGRAM OBJECTIVES

The program served 211 emotionally handicapped students. Because of student turnover and observces, pupil-achievement data were reported for a total of 166 students. Students ranged in age from six to 20 years; average age was 13.2 years and the median was 12.5 years. Average program attendance was 124.8 sessions (S.D. = 10.5) and the average percentage attendance was 86.8 (S.D. = 7.7).

PUPIL ACHIEVEMENT

Reading

The program objective in reading proposed that by June 1982, 80 percent of the participating students would show gains as measured by the Leamos Spanish Developmental Reading Test, an individually-administered, criterion-referenced Spanish reading test. To determine whether this objective was attained, a frequency distribution was prepared of the number of reading skills mastered by participating students. These data, which are presented in Table 1, indicated that 89.8 percent of the students mastered one or more new skills and over 60 precent mastered four or more; accordingly, the objective was attained.

Science, Social Studies, Mathematics, and Oral English

Program objectives for science, social studies, mathematics, and oral English proposed that by June 1982, 80 percent of the participating students would show growth in all these areas. To determine whether this objective was attained, frequency distributions were prepared for all subject areas, indicating the numbers of students who attained

TABLE 1

Frequency Distribution of the Mastery of Spanish Reading Skills by Program Students[a]

Number of Skills Mastered	Number of Students	Relative Percent of Population	Cumulative Percent of Population
6	3	1.8	1.8
5	27	16.3	18.1
4	70	42.2	60.3
3	41	24.7	85.0
2	4	2.4	87.4
1	4	2.4	89.8
0	17	10.2	100.0
	166		

[a]Measured by the Leamos Spanish Developmental Reading Test.

*Nearly 90 percent of the students mastered one or more Spanish reading skills and over 60 percent mastered four or more.

a passing grade on program-developed tests. These data, which are presented in Table 2, indicated that 84.6 percent of the students showed growth in science and 81.9 percent did so in social studies. In math only 68.1 percent met the criterion and in oral English, 66.7 percent. Accordingly, the objective was attained for science and social studies but not for math and oral English.

TABLE 2

Numbers and Percentage of Students Attaining a Passing Grade in Four Subject Areas[a]

Subject Area	N[b]	Students Meeting the Objective	Percent of Population
Science	149	122	84.6
Social Studies	149	126	81.9
Math	160	109	68.1
Oral English	159	106	66.7

[a]Measured on program-developed tests.

[b]Number of students for whom test data were reported.

•Over 80 percent of the students attained passing grades in science and social studies but only about 70 percent did so in math and English.

IV. CONCLUSIONS AND RECOMMENDATIONS

Results of the quantitative and qualitative assessment of the 1981-82 Bilingual/Bicultural Demonstration Project indicated that the program was effective in meeting its proposed goals. The staff-training component of the program, which constituted its primary focus, was fully implemented and, as indicated by positive teacher reactions and reports of good staff morale, was quite effective. Pupil achievement objectives were met in social studies, science, and Spanish reading and were nearly met in mathematics and English.

Throughout its four years of operation, the program has shown steady improvement in meeting its goals of increasing the academic performance of bilingual emotionally-handicapped students, training new teachers for this special population, and developing effective strategies and materials for simultaneously providing instruction and fostering increased self-esteem and cultural pride.

Based on the findings which have been presented, the following recommendations are offered:

--given the dearth of commercial materials the program should continue to assist teachers in the development of appropriate teacher-made and -adapted curriculum items and

--the program should continue efforts to promote communication and cooperation between bilingual and monolingual special education staff.